



# Understanding Your Annual Performance Report (APR)

Missouri Department of Elementary and Secondary Education

## Missouri School Improvement Program

*A guide to the sources and calculations used in developing your APR*

2012 4th Cycle APR · Version 12 — July 2012

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## SCORING GUIDE MEASURES

During the 4<sup>th</sup> Missouri School Improvement Program (MSIP) Cycle, performance determines the accreditation level of a school district. Performance standards will be evaluated using status and progress measures to determine if a standard is met. Status and progress points are combined to determine if a standard is met, unless no progress points are possible.

The detailed scoring guides for each performance standard are outlined in the section titled “**SCORING GUIDES.**”

### **STATUS MEASURES**

Status measures the district’s level of achievement based upon a five-year average of performance data, unless five years of data are not available. Status is divided into five levels as follows:

**High 1** – 1 standard deviation above the mean for the state

**High 2** – 1/3 of 1 standard deviation above the mean for the state

**Average** – Mean for the state

**Below Average** – 1/3 of 1 standard deviation below the mean for the state

**Floor** – 1 standard deviation below the mean for the state

**Note:** The status levels for the Attendance and Career Education Course standards were established at 1/3 of 1 standard deviation below the levels cited above. The status levels for grade-level MAP assessments were lowered in 2007 by .175 from the 2006 levels.

### **PROGRESS MEASURES**

Progress measures the district’s improvement over a five-year period. Progress points toward meeting a standard are earned for the method that awards the maximum number of points for the district. Progress is measured in the following ways:

**Annual (A)** – This method measures improvement from year to year.

**Rolling Average (RA)** – This method measures improvement by comparing two-year averages. Years 1 and 2 are averaged, years 2 and 3 are averaged, years 3 and 4 are averaged, and years 4 and 5 are averaged; these averages are then compared to determine the amount of improvement.

**3 over 2 (3/2)** – This method measures improvement by comparing the average of the latest 3 years of data with the average of the first two years of data.

**Rolling Average Example:**

<b>Grades 3-5 Math</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Index Score	711.3	710.6	718.3	724.8	732.7

For the above scores, the rolling average would be calculated as follows:

➤ **STEP 1** – Add the score for each year to the score for the following year.

**Years 1 and 2:**  $711.3 + 710.6 = 1421.9$

**Years 2 and 3:**  $710.6 + 718.3 = 1428.9$

**Years 3 and 4:**  $718.3 + 724.8 = 1443.1$

**Years 4 and 5:**  $724.8 + 732.7 = 1457.5$

- **STEP 2** – Divide each of the preceding sums by 2 to determine the two-year average.
  - Years 1 and 2:**  $1421.9 \div 2 = 710.95$
  - Years 2 and 3:**  $1428.9 \div 2 = 714.45$
  - Years 3 and 4:**  $1443.1 \div 2 = 721.55$
  - Years 4 and 5:**  $1457.5 \div 2 = 728.75$
- **STEP 3** – Compare the two-year averages to determine the number of scoring points earned using the rolling average method.

Grades 3-5 Math	Year 1-Year 2 Average	Year 2-Year 3 Average	Year 3-Year 4 Average	Year 4-Year 5 Average
Two-Year Average	710.95	714.45	721.55	728.75

### 3 over 2 Example:

Grades 3-5 Math	Year 1	Year 2	Year 3	Year 4	Year 5
Index Score	711.3	710.6	718.3	724.8	732.7

For the above scores, the 3 over 2 method would be calculated as follows:

- **STEP 1** – Add the score for the first two years of data and the latest 3 years of data.
  - Years 1 and 2:**  $711.3 + 710.6 = 1421.9$
  - Years 3, 4, and 5:**  $718.3 + 724.8 + 732.7 = 2175.8$
- **STEP 2** – Divide preceding sums for years 1 and 2 by 2 and the sum for years 3, 4, and 5 by 3 to determine the average.
  - Years 1 and 2:**  $1421.9 \div 2 = 710.95$
  - Years 3, 4, and 5:**  $2175.8 \div 3 = 725.27$
- **STEP 3** – Compare the two-year average and the three-year average to determine the number of scoring guide points earned using the 3 over 2 method.

Grades 3-5 Math	Year 1-2 Average	Year 3, 4, & 5 Average
Average Index Scores	710.95	725.27

## Standard 9.1 Indicators 1, 2, 3, 4, 5, and 6

### Missouri Assessment Program (MAP) Calculation

*Source of data used in the Missouri Assessment Program (MAP) calculation: Data are obtained from CTB McGraw-Hill, which is the contracted testing publisher for the grade-level assessments; from Questar Assessment, Inc., which is the contracted testing publisher for the end-of-course assessments; and from the Assessment Resource Center (ARC), which is the contracted testing publisher for the Missouri Assessment Program-Alternate (MAP-A). These data files are used to create online reports for district use.*

#### Notes:

- All MAP performance data are reported to the nearest tenth.
- MAP data for K-8 districts include only two grade spans (3-5 and 6-8).

#### **MEASURING MAP**

The MAP Performance Index (MPI) is used to evaluate MAP performance. The index approach calculates the movement of students throughout all MAP achievement levels. Five years of data are analyzed by grade span (3-5, 6-8, and 9-11) for each subject area using status and progress measures. With a transition to end-of-course assessments in 2009, the points for grade span 9-11 are awarded using grade-level and end-of-course data.

The status and progress methods are applied to each subject in each grade span. The progress method can only be applied when the same assessment is administered for two or more consecutive years. The method awarding the maximum total points from status (High 1, High 2, Average, Below Average, and Floor) and from progress (Annual, Rolling Average, and 3 over 2) is used for each subject area. The subject area/grade span standard is considered “met” for grade spans 3-5 and 6-8 if the grade level data total 40 status points, 50 status plus progress points, or 40 status plus progress points and the bonus gap is met. The subject area/grade span standard is considered “met” for grade span 9-11 if the grade level and end-of-course test data combined total 40 status points, 50 status plus progress points, or 40 status plus progress points and the bonus gap is met.

#### **Exclusions**

Scores for ELL students who have been in the United States three years or less are disaggregated if the district codes a student as LEP/ELL first year monitoring, second year monitoring, receiving services or not receiving services AND identifies the Number of Months in USA as equal to or less than 36 on the MOSIS April Student Core Submission.

#### **End-of-Course (EOC) Data**

Beginning with the 2008-2009 school year, the Algebra I EOC replaced the Mathematics grade 10 assessment requirement, the English II EOC replaced the Communication Arts grade 11 assessment requirement, and the Biology I EOC replaced the Science grade 11 requirement. These end-of-course assessments measure student achievement based upon four achievement levels: (Below Basic, Basic, Proficient, and Advanced.) The MPI calculation for the end-of-course assessment data is described on pages 5 and 6. The grade-level assessments for Mathematics grade 10, Communication Arts grade 11, and Science grade 11 remain in place for the MAP-Alternate assessment.

Districts **should not** try to make comparisons between the end-of-course test data and prior grade level test data using the MPI or percent proficient. The end-of-course tests were developed with a different purpose, were designed for a different population, and different cut scores for proficiency were generated.

### **Science and Social Studies Data**

Science assessments became mandatory for grades 5, 8, and 11 in 2007-2008, and the Biology I end-of-course assessment replaced the Science 11 assessment in 2007-2008. The Government end-of-course assessment became mandatory in 2009-2010. Science and Social Studies data are used in the Subject Area and Voluntary EOC Bonus calculation. Please see the section title Subject Area and Voluntary EOC Bonus Points for more information.

### **MAP PERFORMANCE INDEX (MPI)**

For each subject in each grade span, MSIP uses the index approach to compare improvement on the MAP. The index approach is based on a composite of the performance of all students across all MAP achievement levels. The assessment results in each subject tested for each year are converted to index points, and these index points are used to measure improvement from year to year.

### **MPI CALCULATION**

The index is a single composite number that represents the performance of every student in all MAP levels in a tested subject for a defined grade span. Index points are calculated by first multiplying the percent of reportable students scoring in each achievement level for each subject and grade span by the values described below.

### **MPI Values for Grade Level Data (2008-2012)**

For APR purposes, grade level assessments are measured by defined grade spans: 3-5, 6-8, and 9-11 (year 2008 for 9-11). The grade span MPI for the grade level assessments is determined by calculating the percent of students in each achievement level for all grades within a span. For example, the total number of reportable students in each achievement level in grades 3, 4, and 5 is divided by the total number of accountable students in grades 3, 4, and 5 to determine the percent of reportable students in each achievement level. Multiply the percent Advanced by 9, percent Proficient by 8, percent Basic by 7, and percent Below Basic by 6. These products are then summed to produce the MPI which ranges from 600-900. (See the Grade Level MPI Example Calculation on pages 4 and 5.)

### **MPI Values for End-of-Course Data (2009- 2012)**

EOC assessments are measured by defined course content (Algebra I, English II, Biology I, American Government, Algebra II, Geometry, English I, American History). The EOC MPI is determined by calculating the percent of students, regardless of grade level, in each achievement level on each end-of-course assessment plus the percent of students in each achievement level on the high school MAP-A assessment. Multiply the percent Advanced by 9, percent Proficient by 8, percent Basic by 7, and percent Below Basic by 6. These products are then summed to produce the MPI which ranges from 600-900. (See the End-of-Course MPI Example Calculation on page 5 and 6.)

### **MPI Example Calculation - Grade Level Data**

The following example shows how the index is calculated in a single subject and grade levels:

- **STEP 1** – The percent of students in each performance level is determined for each year. The total grade reportable for an achievement level is divided by the total reportable for the applicable grade level to obtain the percent reportable.

Achievement Level	Grade 3 Number Reportable	Grade 4 Number Reportable	Grade 5 Number Reportable		Grade Reportable	Grades 3-5 Total Reportable	Grades 3-5 Percent Reportable
Below Basic	10	15	20	=	45	130	34.6%
Basic	15	15	10	=	40	130	30.8%
Proficient	5	10	15	=	30	130	23.1%
Advanced	5	5	5	=	15	130	11.5%
Total Reportable				=	130		

- **STEP 2** – The percentage of students in each performance level is multiplied by the index point value for each year.

Achievement Level	Index Point Value	Percent Reportable	MPI
Below Basic	6	34.6%	$34.6 \times 6 = 207.60$
Basic	7	30.8%	$30.8 \times 7 = 215.60$
Proficient	8	23.1%	$23.1 \times 8 = 184.80$
Advanced	9	11.5%	$11.5 \times 9 = 103.50$
			<b>711.5 Index Points</b>

The sum of each of these products for each subject tested is the index for that subject. The index measures improvement from one year to the next for each subject. The scoring guide defines the required improvement in index score from one year to the next.

- **STEP 3** - For scoring in each grade level, a grid is created and scoring guidelines are applied to the scores in the grid. An example appears in the grid below:

GRADE LEVEL	Year 1	Year 2	Year 3	Year 4	Year 5	Status
Grades 3-5 <i>Mathematics</i>	711.5	725.0	735.0	739.4	742.6	730.7

- **STEP 4** – Status is determined by adding the Grade Level MPI of year 1, year 2, year 3, year 4, and year 5 and dividing by the number of years.

### MPI Example Calculation – End-of-Course Data

The following example shows how the index is calculated in a single content area for all grade levels:

- **STEP 1** – The percent of students in each performance level is determined for each year. The reportable for an achievement level is divided by the total reportable for the applicable content area to obtain the percent reportable.

Achievement Level	Algebra I Number Reportable	MAP-A Math 10 Number Reportable		Algebra I Reportable	Algebra I Total Reportable	Algebra I Percent Reportable
Below Basic	18	0	=	18	100	18.0%
Basic	24	1	=	25	100	25.0%
Proficient	35	2	=	37	100	37.0%
Advanced	19	1	=	20	100	20.0%
Total Reportable			=	100		

- **STEP 2** – The percentage of students in each performance level is multiplied by the index point value for each year.

Achievement Level	Index Point Value	Percent Reportable	MPI
Below Basic	6	18.0%	$18.0 \times 6 = 108.00$
Basic	7	25.0%	$25.0 \times 7 = 175.00$
Proficient	8	37.0%	$37.0 \times 8 = 296.00$
Advanced	9	20.0%	$20.0 \times 9 = 180.00$
			<b>759.00 Index Points</b>

The sum of each of these products for each subject tested is the index for that subject. The index measures improvement from one year to the next for each subject. The scoring guide defines the required improvement in index score from one year to the next.

- **STEP 3** - For scoring each content, a grid is created and scoring guidelines are applied to the scores in the grid. An example appears in the grid below:

End-of-Course	Year 1	Year 2	Year 3	Year 4	Year 5	Status
Algebra I		759.0	768.4	774.2	775.0	769.2

- **STEP 4** – Status is determined by adding the EOC MPI of years available (year 2, year 3, year 4, and year 5) and dividing by the number of years (4). Years 2, 3, 4, and 5 will determine EOC status for school years 2009-2012 since only four years of EOC data are available.

### **LEVEL NOT DETERMINED (LND)**

LND is the percent of students for whom the district is accountable who do not receive a valid MAP score in a subject or content area. Districts may not earn points toward meeting a MAP performance standard when the maximum percent of students in LND is exceeded.

### **LND Criteria (grade level test data)**

No points are awarded for grade level test data if the LND is greater than 5% in the final year of analysis or if the average LND is greater than 5%. If grade level test data are not evaluated due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet.



### **LND Criteria 2009-2012 data (end-of-course test data)**

No points are awarded for end-of-course test data if the LND is greater than 5% in the final year of analysis or if the average LND is greater than 5%. If end-of-course test data are not evaluated due to the LND percentage, the # symbol appears next to the subject area on the APR summary sheet.

Districts are required to assess all students in Algebra I, English II, Biology I, and Government.

Beginning in school year 2010-2011, districts receive an LND for each student who graduates without a valid score or evidence of prior accountability fulfillment at the high school level in each content area.

### **LND Calculation Example:**

#### **Annual LND**

1. “Accountable Students” minus “Reportable Students” equals “LND Students”
2. “LND Students” divided by “Accountable Students” equals “Annual Percent of Students in LND”

#### **Average LND**

1. Sum of Annual Percent of Students in LND for all required years divided by the number of required years.

Students	Year 1	Year 2	Year 3	Year 4	Year 5	Average LND
Number Accountable	50	45	52	60	50	
Number Reportable	45	40	49	58	49	
Number LND Students	5	5	3	2	1	
Percent of Students in LND	10.0%	11.1%	5.8%	3.3%	2.0%	

### **LND and MAP-A Students**

MAP-A students with a scorable MAP-A portfolio in a grade level tested on the MAP are assigned an achievement level.

### **LND and ELL Students**

Scores for ELL students who have been in the United States three years or less are disaggregated if the district codes a student as LEP/ELL first year monitoring, second year monitoring, receiving services or not receiving services AND identifies the Number of Months in USA as equal to or less than 36 on the MOSIS April Student Core Submission.

### **GAP BONUS POINTS**

Districts have the opportunity to earn bonus credit toward meeting each MAP standard, using either a comparison of the MAP improvement of their minority population or their free and reduced-price lunch population with the state majority. **If either of the following conditions is considered “Met,” the district may meet the MAP standard IF the district has earned at least 40 Status + Progress points.**

### **Minority Comparison**

The MAP scores of minority groups that include 20 or more students are aggregated to create an MPI for the minority population. The MAP improvement of the district’s minority population from 2011 to 2012 is compared with that of the improvement of the state majority from 2011 to 2012. The bonus

provision is considered “met” if the improvement of the district’s minority population is greater than the improvement of the state majority. The Gap Bonus “Met” alone does not mean the MAP standard is “Met.” In addition, the district still must earn at least 40 Status + Progress points in order to meet the MAP standard.

### **Minority Calculation**

The district’s data are examined to determine the minority groups (Hispanic, Black (not Hispanic), Asian/Pacific Islander, American Indian/Alaskan Native, Multi-Racial/Other) in which 20 or more students were assessed in each grade span in 2011 and 2012. The data for those groups are aggregated to create a single MPI for comparison purposes. (See the MPI Grade Level Calculation, Steps 1-3 above to determine how to calculate the MPI.) The minority MPI for 2011 is compared with the minority MPI for 2012 to determine improvement. An MPI is calculated for the state majority group for 2011 and 2012 for comparison purposes. The 2011 MPI for the state majority is compared with the 2012 MPI for the state majority to determine improvement. If the district’s minority population improved more than the state majority, the district meets the Gap Bonus provision.

### **Free and Reduced-Price Lunch Comparison**

If the district’s free and reduced-price lunch population includes 20 or more students, the MPI improvement of those students from 2011 to 2012 is compared with the improvement of the state non-free and reduced-price lunch population. The bonus provision is considered “Met” if the improvement of the district’s free and reduced-price lunch population is greater than the improvement of the state non-free and reduced-price lunch population. The Gap Bonus “Met” alone does not mean the MAP standard is “Met”. In addition, the district still must earn at least 40 Status + Progress points in order to meet the MAP standard.

### **Free and Reduced-Price Lunch Calculation**

The district’s data are examined to determine if 20 or more free and reduced-price lunch students were assessed in each grade span in 2011 and 2012. The data for those groups are aggregated to create a single MPI for comparison purposes. (See the MPI Grade Level Calculation, Steps 1-3 above to determine how to calculate the MPI.) The free and reduced-price lunch MPI for 2011 is compared with the free and reduced-price lunch MPI for 2012 to determine improvement. An MPI is calculated for the state non-free and reduced-price lunch group for 2011 and 2012 for comparison purposes. The 2011 MPI for the state non-free and reduced-price lunch group is compared with the 2012 MPI for the state non-free and reduced-price lunch group to determine improvement. If the district’s free and reduced-price lunch population improved more than the state non-free and reduced-price lunch group, the district meets the Gap Bonus provision.

### **Gap Bonus Example:**

<b>Missouri Assessment Program GAP BONUS</b>	<b>2011</b>	<b>2012</b>	<b>Improvement</b>
<b>9.1*1 Grades 3-5 Mathematics</b>			
District Minority	717.0	720.0	3.0
State Majority	756.0	760.0	4.0
District Free- & Reduced-Price Lunch	720.0	735.0	15.0
State Non-Free- & Reduced-Price Lunch	764.2	768.4	4.2

In this example, the district's minority population did not improve as much as the state majority, so no Gap Bonus credit was awarded for the minority population. The district's free and reduced-price lunch population improved more than the state's non-free and reduced-price lunch population so Gap Bonus credit was awarded.

### **BONUS MAP ACHIEVEMENT**

Districts have the opportunity to meet an additional performance standard if any improvement is demonstrated in the MPI from 2011 to 2012 in a majority of the MAP standards (9.1\*1-9.1\*6).

- To meet the Bonus MAP Achievement, school districts must demonstrate improvement in the MPI from 2011 to 2012 in at least three out of four standards 9.1\*1-9.1\*4 (K-8 Districts only) or at least four out of six standards 9.1\*1-9.1\*6 (K-12 Districts).

#### **K-12 Example:**

<b>Missouri Assessment Program GRADE LEVEL</b>	<b>2011</b>	<b>2012</b>	<b>Improvement</b>
<b>9.1*1</b> <i>Grades 3-5 Mathematics</i>	730.0	731.0	Yes
<b>9.1*2</b> <i>Grades 3-5 Communication Arts</i>	707.3	704.6	No
<b>9.1*3</b> <i>Grades 6-8 Mathematics</i>	786.0	786.1	Yes
<b>9.1*4</b> <i>Grades 6-8 Communication Arts</i>	775.0	785.0	Yes
<b>9.1*5</b> <i>Algebra I</i>	789.4	792.0	Yes
<b>9.1*6</b> <i>English II</i>	762.3	759.0	No

<b>Missouri Assessment Program BONUS GRADE LEVEL ACHIEVEMENT</b>	<b>2011</b>	<b>2012</b>
<b>Number of MAP Standards Evaluated</b>	6	6
<b>Number Demonstrating Improvement</b>		4
<b>Percent of MAP Standards Improved</b>		**66%

\*\*Bonus MAP Achievement is met at 66%.

#### **K-8 Example:**

<b>Missouri Assessment Program GRADE LEVEL</b>	<b>2011</b>	<b>2012</b>	<b>Improvement</b>
<b>9.1*1</b> <i>Grades 3-5 Mathematics</i>	730.0	731.0	Yes
<b>9.1*2</b> <i>Grades 3-5 Communication Arts</i>	707.3	704.6	No
<b>9.1*3</b> <i>Grades 6-8 Mathematics</i>	786.0	786.1	Yes
<b>9.1*4</b> <i>Grades 6-8 Communication Arts</i>	775.0	785.0	Yes

<b>Missouri Assessment Program BONUS GRADE LEVEL ACHIEVEMENT</b>	<b>2011</b>	<b>2012</b>
<b>Number of MAP Standards Evaluated</b>	4	4
<b>Number Demonstrating Improvement</b>		3
<b>Percent of MAP Standards Improved</b>		**75%

**\*\*Bonus MAP Achievement is met at 75%.**

### **SUBJECT AREA AND VOLUNTARY EOC BONUS FOR K-12 DISTRICTS**

Districts have the opportunity to replace a non-met MAP standard (9.1\*1, 9.1\*2, 9.1\*3, 9.1\*4, 9.1\*5 or 9.1\*6) or a non-met Subgroup Achievement Standard (9.7) with a met Subject Area/Voluntary EOC bonus provision.

- If a K-12 district administers **all** four voluntary EOCs (Algebra II, Geometry, English I, and American History), an overall Subject Area and Voluntary EOC Bonus will be generated using the mean of five assessment areas: Science Grade 5, Science Grade 8, Biology I, American Government, and the Voluntary EOCs. The divisor will be four. The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one subject area and voluntary bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard or the Subgroup Achievement standard that is not met.
  - Grade-level MAP data from 2008, 2009, 2010, 2011 and 2012 are used for Science Grades 5 and 8.
  - EOC data from 2009, 2010, 2011 and 2012 are used for Biology.
  - EOC data from 2010, 2011 and 2012 are used for Government.
  - EOC data from 2012 are used for the Voluntary EOCs (Algebra II, English I, Geometry and American History).

To calculate the Voluntary EOC category for the Bonus provision, a Status Measure is applied. To generate the Status Measure, the following method is applied for each of the four assessments: Algebra II, English I, Geometry, and American History. The number of participants in each assessment is divided by the district grade 9-12 total enrollment (June count) to generate participation rate. The participation rate is generated using 2012 data. The participation rate is cross referenced with the district's MPI to generate points earned for each voluntary EOC. (See matrix on page 42.) The points earned for each voluntary EOC area are used to generate the overall points earned.

#### **Voluntary Bonus Example:**

<b>Voluntary EOC</b>	<b>Sample District MPI</b>	<b>Sample District Participation Rate</b>	<b>Points Earned</b>
Algebra II	740.8 (Average)	25%	3
English I	738.7 (Below Average)	25%	2
Geometry	0 (Floor)	0	0
American History	747.6 (High 2)	32%	5

Using the matrix on page 42, the sample district earns 3 points for Algebra II, 2 points for English I, 0 points for Geometry, and 5 points for American History. The sum of the four scores divided by four  $((3 + 2 + 0 + 5) \div 4 = 2.5)$  is used to determine the points earned for the Voluntary EOC category. Using the Voluntary Bonus scoring guide below, an average of 2.5 (the Status Measure) would receive 3 points (Status Points Earned).

<b>VOLUNTARY BONUS: ALGEBRA II, ENGLISH I, GEOMETRY, AMERICAN HISTORY</b>			
<b>BONUS POINTS</b>	<b>STATUS</b>		<b>DESCRIPTION</b>
	<b>Status Measures</b>	<b>Status Points Earned</b>	
	<b>4.0-5.0</b>	5	
	<b>3.0-3.9</b>	4	
	<b>2.0-2.9</b>	3	
	<b>1.0-1.9</b>	2	
	<b>0.0-0.9</b>	0	

- If a K-12 district administers fewer than four Voluntary EOCs, the district may use one of those administered to apply towards the high school content area MAP standard consistent with that Voluntary EOC content area. For example, if a district administers only the Algebra II or Geometry assessment and meets the established threshold for participation and performance, it may help the district meet the Algebra I MAP standard. Algebra II or Geometry could not be applied to any other content area or grade span. Similarly, if a district administers only the English I assessment and meets the established threshold for participation and performance, it may help the district meet the English II MAP Standard. To determine whether the district has met the established threshold for participation and performance, please see the Subject Area and Voluntary EOC bonus participation Matrix on page 42. A district must earn a minimum of 4 points. Only one bonus may be applied using the Subject Area and Voluntary EOC Bonus. If the district meets the Subject Area Bonus due to high performance on the required assessments (Science 5, Science 8, Biology, Government), an additional bonus cannot be applied using the method described in this bullet.

### **SUBJECT AREA AND VOLUNTARY EOC BONUS FOR K-8 DISTRICTS**

Districts have the opportunity to replace a non-met MAP standard with a met Subject Area/Voluntary EOC bonus provision.

- If a K-8 district administers any of the EOCs, an overall Subject Area and Voluntary EOC Bonus will be generated using the mean of three assessment areas (Science Grade 5, Science Grade 8 and Voluntary EOCs). The divisor will remain 2. The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one subject area and voluntary bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.
- If this Bonus is met, it can be used once to replace any non-met MAP standard.
  - Grade-level MAP data from 2008, 2009, 2010, 2011, and 2012 are used for Science Grades 5 and 8.
  - EOC data from 2012 are used for Algebra I.

To calculate the Voluntary EOC Algebra I category for the Bonus provision, the same method is applied as used in the K-12 district except the number of participants is divided by the district grade 8 total enrollment to generate participation rate. Once the participation rate is generated, this is cross referenced with the district's MPI to generate a score.

<b>BONUS: <i>ALGEBRA I</i> for K-8 Districts</b>			
<b>BONUS POINTS</b>	<b>STATUS</b>		<b>DESCRIPTION</b>
	<b>Status Measures</b>		<b>Status Points Earned</b>
	4.0-5.0		5
	3.0-3.9		4
	2.0-2.9		3
	1.0-1.9		2
	0.0-0.9		0
			<p>The average of the status points earned from all Subject Area and Voluntary assessments must be greater than or equal to 3.3 in order to receive one MAP bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessments may only be awarded in place of a MAP standard that is not met.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.</p>

## Standard 9.3 ACT Calculation

### Sources of data used in calculation:

- June Cycle of Core Data, Screen 13 (2008 - 2012)
  - Includes aggregated student-level data from MOSIS June Cycle certified files
- ACT File

### Notes:

- Only scale score data as reported by ACT will be used in these calculations.
- When students take the ACT multiple times, the highest test score is used to determine the number of graduates scoring at or above the national average.

### Example of supporting data format for APR:

	9.3 ACT	Year 1	Year 2	Year 3	Year 4	Year 5	Status
From MOSIS and Screen 13	Number of Graduates	148	153	155	170	152	
From ACT file	Number of Graduates Scoring at or Above the National Average	27	39	43	39	38	
	Percent of Graduates Scoring at or Above the National Average	18.2	25.5	27.7	22.9	25.0	23.86

### Method for calculating supporting data:

The percent of graduates scoring at or above the national average is determined by dividing the number of graduates scoring at or above the national average by the number of graduates, then multiplying by 100.

EXPLANATIONS OF DATA	EXAMPLES OF DATA (using Year 1-Year 5 figures)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates</b> is reported on Screen 13.	number of graduates = 148	
2) The <b>number of graduates scoring at or above the national average</b> is provided by ACT.	number of graduates scoring at or above the national average = 27	
3) The <b>percent of graduates scoring at or above the national average</b> is determined by dividing the <b>number of graduates scoring at or above the national average</b> by the <b>number of graduates</b> , then multiplying by 100.	a) number of graduates = 148 b) number of graduates scoring at or above the national average = 27	% of graduates scoring at or above the national average = $27 \div 148 = .182$ $.182 \times 100 = 18.2\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>percent of graduates scoring at or above the national average</b> and dividing by 5.	Year1 + Year2 + Year3 + Year4 + Year 5 = 119.30	$18.2 + 25.5 + 27.7 + 22.9 + 25.0 = 119.30$ $119.30 \div 5 = 23.86\%$

For more information on the ACT or to obtain the national average, visit the ACT website [www.act.org](http://www.act.org).

## Standard 9.4

### Advanced Courses Calculation (9.4.1)

#### Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10

#### Notes:

In addition to the advanced courses provided within the resident district, advanced courses provided off site are automatically included in the calculation for 9.4.1 if the required data (including course numbers) are submitted to populate Core Data Screen 22. Screen 22 data must be reported for each area institution that provides advanced courses (i.e., other districts, community colleges, four-year colleges and universities, and Internet/electronic instructional providers). Only those specific courses with course codes and grade levels matching those on the approved advanced course list, courses coded with a delivery system of IB or AP, and dual credit courses (excluding career education dual-credit classes) count in the advanced course calculation.

#### Example of supporting data format for APR:

		9.4.*1 Advanced Courses	Year 1	Year 2	Year 3	Year 4	Year 5	Status
From Screens 20 and 22	→	Units of Credit Times Enrollment in Approved Advanced Courses	137	155	160	162	148	
From Screens 16 and 10	→	Grades 11-12 Enrollment Times Credit Possible	372	401	393	405	378	
		Percent of Credits Earned in Advanced Courses	36.8	38.7	40.7	40.0	39.2	39.08

#### Method for calculating supporting data:

The percent of credits earned in advanced courses is determined by dividing **the units of credit times enrollment in approved advanced courses** by **grades 11-12 enrollment times credit possible**, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.



EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS	
1) <b>Units of credit times enrollment in approved advanced courses</b> is determined by using the courses reported on Screen 20 that match the advanced course criteria (i.e. course number, sequence, and grade level - see below for a list of advanced courses) and non-career education dual-credit courses reported on Screen 22. The credit value of each course is multiplied by the course enrollment; then these products are summed.	<b>ADVANCED</b>		
	<u>Course #</u>	<u>Credit</u>	<u>Enroll</u>
	054810	1	18
	056500	1	16
	062000	0.5	-20
	066300	1	17
	115860	1	19
	991105	2	21
	<b>DUAL CREDIT (excluding career education)</b>		
	<u>Course #</u>	<u>Credit</u>	<u>Enroll</u>
	115861	1	15

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
2) <b>Grades 11-12 enrollment times credits possible</b> is determined by using the sum of the enrollment in grades 11 and 12 (using September count), which is reported on Screen 16. This total enrollment number is multiplied by the total number of periods per day, as reported on Screen 10. If the reported periods per day are less than 6, this indicates block scheduling. In this case, the enrollment is multiplied by total periods per day times 2.	September enrollment for grades 11 and 12 = 62  Periods per day = 6	$62 \times 6 = 372$
3) The <b>percent of credits earned in advanced courses</b> is determined by dividing <b>units of credit times enrollment in advanced courses</b> by <b>grades 11-12 enrollment times credits possible</b> , then multiplying by 100.	a) units of credit times enrollment in advanced courses = 137 b) grades 11-12 enrollment times credits possible = 372	% of credits earned in advanced courses = $137 \div 372 = .368$ $.368 \times 100 = 36.8\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>percent of credits earned in advanced courses</b> and dividing by 5.	$\text{Year 1} + \text{Year 2} + \text{Year 3} + \text{Year 4} + \text{Year 5} = 195.40$	$36.8 + 38.7 + 40.7 + 40.0 = 195.40$ $195.40 \div 5 = 39.08\%$

## List of Advanced Courses

The following courses/course codes have been designated “Advanced Courses.” These courses are considered advanced because they are over and above the courses required for graduation. It is assumed that the content of the courses, in general, is at a level suitable for juniors and seniors who are preparing for postsecondary education or training.

Course Code	Course Name	Description
054800	Language Arts	Grade 11 or 12 and sequence 3 or greater
054804-5	Comp/Creative Writing	Grade 11 or 12
054806	Applied Comm.	Grade 11 or 12 and sequence 3 or greater
054810	Journalism	Grade 11 or 12 and sequence 2 or greater
054817	Folklore	Grade 11 or 12
054819-28	Literature, Various	Grade 11 or 12
054845	Shakespeare	Grade 11 or 12
054850	Mythology	Grade 11 or 12
054860	Word Study (Semantics)	Grade 11 or 12
054861	C. Prep English	Grade 11 or 12
054863	Satire-Humor	Grade 11 or 12
054864	Ethnic Literature	Grade 11 or 12
056500	Speech	Grade 11 or 12 and sequence 2 or greater
056510	Debate	Grade 11 or 12
062000	American Sign Language	Grade 11 or 12
064900	French	sequence 2 or greater
065100	German	sequence 2 or greater
065700	Latin	sequence 2 or greater
066200	Russian	sequence 2 or greater

Course Code	Course Name	Description
066300	Spanish	sequence 2 or greater
067100	Hebrew	sequence 2 or greater
068000	Japanese	sequence 2 or greater
069010	Chinese	sequence 2 or greater
069020	Italian	sequence 2 or greater
100404	Principles of Engineering Design	Grade 11 or 12
100405	Introduction to Engineering Design	Grade 11 or 12
100406	Digital Electronics	Grade 11 or 12
100407	Computer Integrated Manufacturing	Grade 11 or 12
100408	Civil Engineering & Architecture	Grade 11 or 12
100409	Biotechnology Engineering	Grade 11 or 12
100410	Aerospace Engineering	Grade 11 or 12
100411	Principles of the Biomedical Sciences	Grade 11 or 12
100412	Human Body Systems	Grade 11 or 12
100413	Medical Intervention	Grade 11 or 12
100414	Science Research	Grade 11 or 12
100422	Engineering Design & Development	Grade 11 or 12
115800	Mathematics (Integrated)	Grade 11 or 12 and sequence 3 or greater
115810	Algebra	sequence 2 or greater
115825	Applied Math	Grade 11 or 12 and sequence 3 or greater
115830	Geometry	
115840	Math Analysis	Grade 11 or 12

115860	Trigonometry	Grade 11 or 12
115861	Algebra-Trigonometry	Grade 11 or 12
115865	Analytical Geometry	Grade 11 or 12
115866	Calculus	Grade 11 or 12
115875	Prob-Statistics	Grade 11 or 12
133810	Astronomy	Grade 11 or 12
133820	Geology	Grade 11 or 12
134200	Biology	Grade 11 or 12 and sequence 2 or greater
134210	Botany	Grade 11 or 12
134220	Zoology	Grade 11 or 12
134221	Phys-Anatomy	Grade 11 or 12
134600	Chemistry	Grade 11 or 12
134642	Applied Science	Grade 11 or 12 and sequence 3 or greater
135000	Science (Integrated)	Grade 11 or 12 and sequence 3 or greater
135900	Physics	Grade 11 or 12
135910	Prin-Technology	Grade 11 or 12
156100	Psychology	Grade 11 or 12
156620	Contemporary Issues	Grade 11 or 12
156630	Economics	Grade 11 or 12
156640	Geography	Grade 11 or 12 and sequence 2 or greater
156651	American Government	Grade 11 or 12 and sequence 2 or greater
156652	International Relations	Grade 11 or 12
156653	Comparative Government	Grade 11 or 12
156661	American History	Grade 11 or 12 and sequence 2 or greater
156663	World History	Grade 11 or 12 and sequence 2 or greater
156664-67	History, Various	Grade 11 or 12
156670	Sociology	Grade 11 or 12

Course Code	Course Name	Description
156680	Anthropology	Grade 11 or 12
156683	Afro-American History	Grade 11 or 12
156685	Minority Groups	Grade 11 or 12
156691	Civil War Period	Grade 11 or 12
156692	American Heritage	Grade 11 or 12
156693	History of West	Grade 11 or 12
991105	Computer Science	Grade 11 or 12

## Career Education Courses Calculation (9.4.2)

### Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10
- State-Approved Career Education Course List

### Notes:

Career education courses reported on Screens 20 and 22 are compared with a list of the district's state approved career education courses. Only those career education courses verified by the Office of College and Career Readiness as state approved are counted for MSIP purposes. Dual-credit career education classes are included in this standard.

### Example of supporting data format for APR:

9.4.*2 Career Education Courses		Year 1	Year 2	Year 3	Year 4	Year 5	Status
From Screens 20 and 22	Units of Credit Times Enrollment in Approved Career Educ. Courses	89.5	102	94	112	92.5	
From Screens 16 and 10	Grades 11-12 Enrollment Times Credit Possible	372	401	393	405	378	
	Percent of Credits Earned in Career Education - Courses	24.1	25.4	23.9	27.7	24.5	25.12

### Method for calculating supporting data:

The percent of credits earned in career education courses is determined by dividing **the units of credit times enrollment in approved career education courses** by **grades 11-12 enrollment times credit possible**, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>units of credit times enrollment in approved career education courses</b> is determined using data reported on Screen 20 to identify state-approved career education courses, indicated by a program code "01" (see next page for exceptions). Data from Screen 22 are used to identify career education courses offered off-site (i.e., at an area career education school or college). The credit value of each course is multiplied by the course enrollment, and then the products are summed.	<b>CAREER ED. (On-site)</b>	<u>Units Earned On-site</u>
	<u>Course #</u> <u>Credit</u> <u>Enroll</u>	1.5 X 17 = 25.5
	034354       1.5       17	1 X 13 = 13
	034380       1       13	+ 2 X 18 = 36
	040080       2       18	74.5
	<b>CAREER ED. (Off-site)</b>	<u>Units Earned Off-site</u>
	<u>Course #</u> <u>Credit</u> <u>Enroll</u>	1 X 15 = 15
	016720       1       15	<u>Total Units Earned</u>
		74.5 + 15 = 89.5

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
2) <b>Grades 11-12 enrollment times credits possible</b> is determined using the sum of the enrollment in grades 11 and 12 (using September count), as reported on Screen 16, multiplied by the number of periods per day, as reported on Screen 10. If the number of periods per day is less than 6, blocking scheduling is indicated and the enrollment sum is multiplied by the total periods per day times 2.	September enrollment for grades 11 and 12 = 62 Periods per day = 6	$62 \times 6 = 372$
3) To determine <b>percent of credits earned in career education courses</b> , the <b>units of credit times enrollment in career education courses</b> are divided by <b>grades 11-12 enrollment times credits possible</b> , and then multiplied by 100.	a) units of credit times enrollment in career education courses = 89.5 grades 11-12 enrollment times credits possible = 372	% of credits earned in career education courses = $89.5 / 372 = .241$ $.241 \times 100 = 24.1\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>percent of credits earned in career education courses</b> and dividing by 5.	Year1 + Year2 + Year3 + Year4 + Year5 = 125.6	$24.1 + 25.4 + 23.9 + 27.7 + 24.5 = 125.6$ $125.6 / 5 = 25.12\%$

\* Career education comprehensive high schools include 9-12 enrollment.

### Career Education Courses Exceptions

All state-approved career education courses are used in the evaluation of MSIP Performance Standard 9.4.2 **except for the following:**

Course Code	Course Name
016700	Exploring Agriculture
016710	Agricultural Science 1
016760	Agricultural Science 2
096800	Exploratory Family and Consumer Sciences

**Note:** Please contact the Office of College and Career Readiness (573 - 751- 2660) if you have questions regarding the approval of a career education program [webreplyvae@dese.mo.gov](mailto:webreplyvae@dese.mo.gov).

## Advanced and Career Education Courses Calculation (9.4.1 & 9.4.2)

### Sources of data used in calculation:

- October Cycle of Core Data, Screens 16, 20, and 22
- August Cycle of Core Data, Screen 10
- State-Approved Career Education Course List

**Notes:** This calculation is used to determine if a district meets 9.4.1 and 9.4.2 using the “combined” method.

### Example of supporting data format for APR:

9.4.*1 Advanced Courses & 9.4.*2 Career Ed. Courses		Year 1	Year 2	Year 3	Year 4	Year 5	Status
From Screens 20 and 22	Units of Credit Times Enrollment in Approved Advanced and Career Education Courses	226.5	247	258	266	237.5	
	Grades 11-12 Enrollment Times Credits Possible	372	401	393	405	378	
From Screens 16 and 10	Percent of Credits Earned in Advanced and Career Ed. Courses	60.9	61.6	65.6	65.7	62.8	

### Method for calculating supporting data:

The percent of credits earned in advanced and career education courses combined is determined by dividing **the units of credit times enrollment in approved advanced and career education courses** by **grades 11-12 enrollment times credit possible**, then multiplying by 100. The following explains the step-by-step process and provides an example of how the calculations are performed.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Yr 1 figures from above)	EXAMPLES OF CALCULATIONS
1) <b>Units of credit times enrollment in approved advanced and career education courses</b> is calculated by adding the units of credit times enrollment in approved advanced courses to the units of credit times enrollment in approved career education courses.	a) Units of credit times enrollment in approved advanced courses = 137 b) Units of credit times enrollment in approved career education courses = 89.5	$137 + 89.5 = 226.5$
2) <b>Grades 11-12 enrollment times credits possible</b> is determined by using the sum of the enrollment in grades 11 and 12 (using September count), which is reported on Screen 16. This total enrollment number is multiplied by the total number of periods per day, as reported on Screen 10. If the reported periods per day are less than 6, this indicates block scheduling. In this case, the enrollment is multiplied by total periods per day times 2.	September enrollment for grades 11 and 12 = 62 Periods per day = 6	$62 \times 6 = 372$

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
3) The <b>percent of credits earned in advanced and career education courses</b> is determined by dividing <b>units of credit times enrollment in approved advanced and career education courses</b> by <b>grades 11-12 enrollment times credits possible</b> , then multiplying by 100.	a) units of credit times enrollment in advanced courses = 226.5 b) grades 11-12 enrollment times credits possible = 372	% of credits earned in advanced courses = $226.5 \div 372 = .609$ $.609 \times 100 = 60.9\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>percent of credits earned in advanced and career education courses</b> and dividing by 5.	Year1 + Year2 + Year3 + Year4 + Year5 = 316.60	$60.9 + 61.6 + 65.6 + 65.7 + 62.8 = 316.60$ $316.60 \div 5 = 63.32\%$

## College Placement Calculation (9.4.3)

### Sources of data used in calculation:

- February Cycle of Core Data, Screen 8
- June Cycle of Core Data, Screen 13

### Example of supporting data format for APR:

		9.4.*3 College Placement	Year 1	Year 2	Year 3	Year 4	Year 5	Status
From Screen 8	→	Number of Graduates Entering College	69	72	79	83	93	
From Screen 13 (previous year)	→	Number of Graduates	126	133	128	141	143	
		Percent of Graduates Entering College	54.8	54.1	61.7	58.9	65.0	58.90

### Method for calculating supporting data:

The percent of graduates entering college is determined by dividing the **number of graduates entering college** by the **number of graduates**, then multiplying by 100.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)		EXAMPLES OF CALCULATIONS
1) The <b>number of graduates entering college</b> is determined by using the sum of the previous year's graduates who entered 4-Year college, 2-Year college, or Non-college credit postsecondary school (i.e., technical school), as reported on Screen 8.	POSTSECONDARY SCHOOL	TOTALS	$43 + 16 + 10 = 69$
	4-Year college	43	
	2-Year college	16	
	Non-college	10	
2) The <b>number of graduates</b> is reported on Screen 13 from the previous year of Core Data.	number of graduates = 126		
3) The <b>percent of graduates entering college</b> is determined by dividing the <b>number of graduates entering college</b> by the <b>number of graduates</b> , then multiplying by 100.	a) number of graduates entering college = 69 b) number of graduates = 126		% of graduates entering college = $69 \div 126 = .548$ $.548 \times 100 = 54.8\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>percent of graduates entering college</b> and dividing by 5.	Year1 + Year2 + Year3 + Year4 + Year5 = 294.50		$54.8 + 54.1 + 61.7 + 58.9 + 65.0 = 294.50$ $294.50 \div 5 = 58.90\%$



## Career Education Placement Calculation (9.4.4)

### Sources of data used in calculation:

- February Cycle of Core Data, Screens 26 and 27

### Example of supporting data format for APR:

9.4.*4 Career Ed. Placement		Year 1	Year 2	Year 3	Year 4	Year 5	Status
From Screens 26 and 27	Number of Graduates Completing a Career Education Program	41	36	38	42	44	
From Screens 26 and 27	Number of Graduates Completing a Career Education Program Placed in Occupations Relating to their Training, Attending College, or in the Military	33	24	27	32	33	
	Percent of Career Education Completers who are Placed	80.5	66.7	71.1	76.2	75.0	

### Method for calculating supporting data:

The percent of career education completers who are placed is determined by dividing the **number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military** by the **number of graduates completing a career education program**, then multiplying by 100.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates completing a career education program</b> is determined by adding the number of graduates reported on Screens 26 (for students reported by the comprehensive high school) and 27 (for students reported by the AVTS) in each of the following categories: Emp Rel, Emp N-R, Ced Rel, Ced N-R, Not Emp, Nav Plc, Sts Unk, Mil Rel, And Mil N-R.	<b>SCREEN 26</b>	<u>Screen 26</u> 5+3+0+6+0+1+1+2+4 = 22
	Emp Rel = 5   Emp N-R = 3   Ced Rel = 0 Ced N-R = 6   Not Emp = 0   Nav Plc = 1 Sts Unk = 1   Mil Rel = 2   Mil N-R = 4	<u>Screen 27</u> 7+2+2+3+1+0+0+3+1= 19
	<b>SCREEN 27</b>	<u>Total</u> 22+19=41
	Emp Rel = 7   Emp N-R = 2   Ced Rel = 2 Ced N-R = 3   Not Emp = 1   Nav Plc = 0 Sts Unk = 0   Mil Rel = 3   Mil N-R = 1	
2) The <b>number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military</b> is determined by adding the number of graduates reported on Screens 26 and 27 in the following categories: Emp Rel, Ced Rel, Ced N-R, Mil Rel, Mil N-R.	<b>SCREEN 26</b>	<u>Screen 26</u> 5+0+6+2+4 = 17
	Emp Rel = 5   Ced Rel = 0   Ced N-R = 6 Mil Rel = 2   Mil N-R = 4	<u>Screen 27</u> 7+2+3+3+1 = 16
	<b>SCREEN 27</b>	<u>Total</u> 17+16 = 33
	Emp Rel = 7   Ced Rel = 2   Ced N-R = 3 Mil Rel = 3   Mil N-R = 1	

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
3) The <b>percent of career education completers who are placed</b> is determined by dividing the <b>number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military</b> by the <b>number of graduates completing a career education program</b> , then multiplying by 100.	a) number of graduates completing a career education program = 41 b) number of graduates completing a career education program placed in occupations relating to their training, attending college, or in the military = 33	percent of career education completers who are placed = $33 \div 41 = .805$ $.805 \times 100 = 80.5\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>percent of career education completers who are placed</b> and dividing by 5.	Year1 + Year2 + Year3 + Year4 + Year5 = 369.50	$80.5 + 66.7 + 71.1 + 76.2 + 75.0 = 369.50$ $369.50 \div 5 = 73.90\%$

### Career Education Placement/Follow-Up Guidelines

Follow-up data is reported on the previous year's graduates based on the status of the graduates 180 days following their exit from career education training. **Each graduate should be reported in only one career education program area.** Districts should collect follow-up information on any student who graduated high school and received credit in at least one state-approved career education course (excluding Exploring Agriculture, Industrial Technology, and any FACS course) during grades 9-12. However, if students completed state-approved career courses at the comprehensive high school and the area career education school, their follow-up data should **not** be reported for both locations. Generally, the area career education school is responsible for completing the follow-up data on screen 27 and providing the sending school with a copy.

If the graduate is employed and continuing education, use the following guidelines:

- A graduate attending school (full- or part-time) **and** employed (full- or part-time) in a field for which they were trained, should be reported as "employed related" (Emp Rel).
- A graduate attending school (full- or part-time) in a field for which they were trained, but not employed in a field for which they were trained should be reported as "continuing education related" (Ced Rel).

A graduate attending school (full- or part-time) in a field for which they were **not** trained, but employed (full or part-time) in a field for which they were trained should be reported as "employed related" (Emp Rel).

## College and Career Education Placement Calculation (9.4.3 and 9.4.4)

### Sources of data used in calculation:

- February Cycle of Core Data, Screens 8, 26, and 27
- June Cycle of Core Data, Screen 13

**Notes:** This calculation is used to determine if a district meets 9.4.3 and 9.4.4 using the “combined” method.

### Example of supporting data format for APR:

9.4.*3 College Placement & 9.4.*4 Career Ed. Placement		Year 1	Year 2	Year 3	Year 4	Year 5	Status
From Screens 8,26, and 27	Number of Graduates Entering College or Placed in an Occupation Related to their Career Education -Training or the Military	91	88	82	97	103	
From Screen 13 (previous year)	Number of Graduates	126	133	128	141	143	
	Percent of College and Career Education - Placement	72.2	66.2	64.1	68.8	72.0	

### Method for calculating supporting data:

The percent of graduates entering college or in career education placement is determined by dividing the **number of graduates entering college or placed in an occupation related to their career education training or the military** by the **number of graduates**, and then multiplying by 100.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates entering college or placed in an occupation related to their career education training or the military</b> is determined by using the sum of the previous year’s graduates reported on Screen 8 who entered 4-Year college, 2-Year college, or Non-college credit postsecondary school (i.e., technical school) and adding this to the number of the previous year’s graduates reported in one of the following categories on Screens 26 and 27: Emp Rel, Mil Rel, And Mil N-R.	<b>SCREEN 8</b>	<u>Screen 8</u> 43+16+10 = 69
	4-Year college = 43 2-Year college = 16 Non-college = 10	
	<b>SCREEN 26</b>	<u>Screen 26</u> 5+2+4 = 11
	Emp Rel =5    Mil Rel = 2 Mil N-R = 4	
	<b>SCREEN 27</b>	<u>Screen 27</u> 7+3+1 = 11
	Emp Rel =7    Mil Rel = 3 Mil N-R = 1	<u>Total</u> 69+11+11 = 91
2) The <b>number of graduates</b> is reported on Screen 13 from the previous year’s Core Data.	graduates = 126	

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
3) The <b>percent of college and career education placement</b> is determined by dividing the <b>number of graduates entering college or placed in an occupation related to their career education training or the military</b> by the <b>number of graduates</b> , and then multiplying by 100.	Number of graduates entering college or placed in an occupation related to their <b>career education</b> training or the military = 91  Number of graduates = 126	% of graduates entering college =  $91 / 126 = .722$  $.722 \times 100 = 72.2\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>percent of college and career education placement</b> and dividing by 5.	Year1 + Year2 + Year3 + Year4 + Year5 = 343.30	$72.2 + 66.2 + 64.1 + 68.8 + 72.0 = 343.30$  $343.30 / 5 = 68.66\%$

## Standard 9.5 Graduation Rate Calculation

### Sources of data used in calculation:

- June Cycle of Core Data, Screen 13 (2008-2012)
  - Includes aggregated student-level data from MOSIS June Cycle certified files

### Notes:

- Dropouts reported as the result of an expulsion due to a violent act according to Section 160.261 and 167.171, RSMo. will be excluded from the total number of dropouts used for MSIP purposes. The number of 9-12 grade students reported as expelled on Screen 9 of Core Data will be subtracted from the total number of 9-12 dropouts reported on Screen 13 of Core Data.
- In the year a district is being considered for classification under the Missouri School Improvement Program, the district *may* not meet the Graduation Rate Standard (9.5) if the district has not consistently reported students who drop out of school to the Missouri Literacy Hotline, as required by Standard 8.7.3.
- In the year a district is being considered for classification under the Missouri School Improvement Program, the district may appeal to earn credit for dropouts who completed their GED within five years of dropping out of school (see explanation and example on next page). Districts may also appeal to disaggregate those students who are included in the dropout count more than one time.

### Example of supporting data format for APR:

9.5 Graduation Rate		Year 1	Year 2	Year 3	Year 4	Year 5	Status
From MOSIS and Screen 13	Number of Graduates	126	133	128	141	143	
From MOSIS and Screen 13	Number of 9-12 Cohort Dropouts + Graduates	135	142	135	147	149	
	Graduation Rate	93.3	93.7	94.8	95.9	96.0	

**Method for calculating supporting data:**

The persistence to graduation rate is determined by dividing the **number of graduates** by the **number of graduates plus the number of cohort dropouts in grades 9-12**, then multiplying by 100.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>number of graduates</b> is reported on Screen 13.	number of graduates = 126	
2) The <b>number of 9-12 cohort dropouts + graduates</b> is determined by adding the <b>number of graduates</b> reported on Screen 13 and the <b>number of cohort dropouts</b> reported on Screen 13.	number of graduates = 126  <u>Cohort dropouts:</u> Grade 12 – 2011 = 2 Grade 11 – 2010 = 2 Grade 10 – 2009 = 2 Grade 09 – 2008 = 3 total cohort dropouts: 9	$126 + 9 = 135$
3) The <b>persistence to graduation rate</b> is determined by dividing the <b>number of graduates</b> by the <b>number of 9-12 cohort dropouts + graduates</b> .	a) number of graduates = 126 b) number of 9-12 cohort dropouts + graduates = 135	$126 \div 135 = .933$ $.933 \times 100 = 93.3\%$
EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>persistence to graduation rate</b> and dividing by 5.	Year1 + Year2 + Year3 + Year4 + Year5 = 473.70	$93.3 + 93.7 + 94.8 + 95.9 + 96.0 = 473.70$ $473.70 \div 5 = 94.74\%$

**GED Bonus Points Calculation**

In the year a district's classification is being considered under the Missouri School Improvement Program, the district may earn one progress bonus point if in at least three of the past five years at least 5% of the district's five-year average number of seniors earned a GED within five years of dropping out of school. The following step-by-step example illustrates the GED bonus point calculation. The number of dropouts reported on Core Data is compared with the number of dropouts reported by the district to the Adult Literacy Hotline. Districts must have consistently reported their dropouts to the Adult Literacy Hotline in order for this bonus provision to be considered.

**Example:**

	Year 1	Year 2	Year 3	Year 4	Year 5
# of seniors (as reported in the September count on Core Data screen 16)	38	46	42	46	39
# of GED completers (only those who complete the GED within five years of their drop-out date are counted in the bonus points calculation)	0	2	3	2	1

For the above scores, the rolling average would be calculated as follows:

- **STEP 1** – Average the number of seniors from the past five years.

$$\frac{38+46+42+46+39}{5} = 42$$

- **STEP 2** – Multiply the five-year average by .05 (rounding to the nearest whole number). This product is 5% of the average number of seniors.

$$.05 \times 42 = 2$$

- **STEP 3** – Compare the product of the calculation in step 2 with the annual number of dropouts who completed a GED within five years of their drop-out date. The district earns one progress bonus point if in at least three out of five years the number of GED completers equals or exceeds 5% of the average number of seniors.

In this example, 5% of the average number of seniors is two. The district earns one progress bonus point because the number of GED completers equals or exceeds two in Years 2, 3, and 4.

## Standard 9.6 Attendance Calculation

### Sources of data used in calculation:

- June Cycle of Core Data, Screen 13 (2008-2012)
  - Includes aggregated student-level data from MOSIS June Cycle certified files

### Example of supporting data format for APR:

9.6 Average Daily Attendance	Year 1	Year 2	Year 3	Year 4	Year 5	Status
Grades K-8	126	133	128	141	143	
Grades 9-12	135	142	135	147	149	
Grades K-12	93.3	93.7	94.8	95.9	96.0	94.74

### Method for calculating supporting data:

The average daily attendance for each grade span is determined by using the “**hours of absence**” method. This method is calculated by dividing the **hours of attendance** by the **hours possible**, then multiplying by 100.

### Example of “hours of absence” method:

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS
1) The <b>hours of attendance</b> is determined by adding the Full-time, Part-time, Deseg In, and Fed Lands attendance hours reported on Screen 14.	<b>ATTENDANCE HOURS</b>	163,298+40,113+0+0 = 203,411
	Full-time: 163,298 Part-time: 40,113 Deseg In: 0 Fed Lands: 0	
2) The <b>hours possible</b> is determined by adding attendance hours and hours of absence. Hours of absence are reported on Screen 14 and include the totals for Resident I, Deseg In, and Fed Lands.	Resident I hours of absence = 15,061 Deseg In hours of absence = 0 Fed Lands hours of absence = 0	a) hours of absence = 15,061+0+0 = 15,061 b) attendance hours = 203,411 c) hours possible = 15,061+203,411 = 218,472

3) The <b>attendance rate using the “hours of absence” method</b> is determined by dividing the <b>hours of attendance</b> by the <b>hours possible</b> , then multiplying by 100.	a) hours of attendance = 203,411 b) hours possible = 218,472	Average daily attendance using the hours of absence method = $203,411 \div 218,472 = .931$ $.931 \times 100 = 93.1\%$
4) <b>Status</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 of the <b>grades K-12 average daily attendance</b> and dividing by 5.	total of Year1 + Year2 + Year3 + Year4 + Year5 = 467.0	$93.1 + 93.5 + 93.1 + 93.4 + 93.9 = 467.0$ $467.0 \div 5 = 93.40\%$

## Standard 9.7

### Subgroup Achievement Calculation

#### **Sources of data used in calculation:**

2012 Mathematics and Communication Arts MAP data results for the Student Gap Group (Black, Hispanic, low-income students, students with disabilities, and students with limited English proficiency).

To differentiate among needs of LEAs and to ensure broader inclusion of students whose subgroups have historically performed below the state total, Missouri will continue to issue and report academic achievement for students in the aggregate and for low income students, students with disabilities, English language learners, and the state’s major racial and ethnic subgroups. A review of Missouri data identifies five significant gaps in subgroup performance (Black, Hispanic, low income students, students with disabilities and English language learners). For accountability determinations, a super subgroup comprised of these five subgroups will be used. A student who is included in one or more of the five identified subgroups will be included as a single count in the super subgroup calculation.

#### **TEST PARTICIPATION**

All LEAs, schools, and subgroups are required to assess at least 95 percent of their students on the assessments required by the MAP. ***Regardless of performance, APR credit will not be awarded to a content area if the participation rate falls below 95 percent for the aggregate of the Student Gap Group.***

#### **ELL Exclusion (Specific to 9.7)**

To meet the participation standard, English language learners (ELL) in their first year of U.S. schooling must participate in the state English Language Proficiency (ELP) assessment and the MAP for mathematics. ELLs in their second year of U.S. schooling and beyond must participate in the mathematics, communication arts, science and social studies MAP and the state ELP assessment. Exceptions to the ELP assessment requirement will be made only where accommodations for ELLs with disabilities are not available for a particular test.

#### **Full Academic Year (Specific to 9.7)**

LEAs are required to test all enrolled students, unless the above specified ELL Exclusion applies. All scores will be reported but only scores of those students who have been enrolled a “Full Academic Year” in a building and/or LEA will be included in the calculation for the APR score. A full academic year is defined as any student who is enrolled from the last Wednesday in September through the MAP administration, without transferring out of the building or LEA for a significant period of time and re-enrolling. A significant period of time is considered “one day more than half of the eligible days between the last Wednesday in September and the test administration.” This information is obtained from the MOSIS data reported by LEAs. This applies to each summary level independently. For example, a student who is coded as “In building less than a year” but was in the LEA a full academic year is excluded from the building totals but is included in the LEA totals.

<b>STUDENT GAP GROUP</b>	<b>Definition</b>
<b>Reportable (Participant)</b>	An unduplicated count of the number of Black , Hispanic, low income students, students with disabilities and English language learners with an Achievement Level for the content area (Participants)
<b>Level Not Determined (LND)</b>	An unduplicated count of the number of Black , Hispanic, low income students, students with disabilities and English language learners without an Achievement Level or an attempt on any session on the test
<b>Grade-level MAP Accountable</b>	An unduplicated count of the number of Black , Hispanic, low income students, students with disabilities and English language learners enrolled at the time of test administration (Reportable + LND)
<b>*MAP- A Accountable</b>	An unduplicated count of the number of Black , Hispanic, low income students, students with disabilities and English language Learners enrolled at the time of test administration (Reportable + LND)
<b>EOC Accountable</b>	An unduplicated count of the number of Black , Hispanic, low income students, students with disabilities and English language learners enrolled in the assessment at the time of test administration (Reportable + LND) + number of students who graduate without participating in the EOC or demonstrating prior accountability fulfillment for the EOC
<b>*MAP-A students with a scorable MAP-A portfolio in a tested grade level are assigned an Achievement Level.</b>	

### **CELL SIZE**

Subgroups must meet the minimum cell size requirement in order to be evaluated for accountability determinations. Missouri adopted a minimum cell size of 30 for all subgroups beginning with the 2007-2008 assessment data. In small LEAs where the number of tested students in the Student Gap Group is less than 30 and the percent proficient and advanced does not meet the proficiency targets, the scores are aggregated for three years to determine whether the district has met the Annual Measurable Objective. If the LEA has enough students in the subgroup to meet the minimum cell-size requirements, the Student Gap Group must meet or exceed the Annual Measurable Objective for the specified content area.

For Example:

Student	Asian/ Pacific Islander	Black	Hispanic	American Indian	White	Mult- Racial	FRL	IEP	ELL
A					x				
B					x			x	
C		x							
D		x						x	
E			x					x	x
F	x								
G					x			x	
H					x				
I					x				
J						x			

In this example, the unduplicated count of the number of students in the Accountable Student Gap Group = \*5  
 \*Minimum n size = 30; this example includes only a sample of the population



**Method for calculating supporting data:**

The percent of students in the Student Gap Group scoring proficient or advanced is determined by dividing the unduplicated count of the **number of accountable students in the super subgroup scoring proficient or advanced** by the unduplicated count of the **number of accountable students in the super subgroup**, then multiplying by 100.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA Mathematics	EXAMPLES OF DATA English Language Arts
1) Participation Rate is determined		
2) The unduplicated count of number of accountable students in the super subgroup is determined.	number of accountable students in subgroup = 105	number of accountable students in subgroup = 111
3) The unduplicated count of the number of accountable students in the super subgroup scoring proficient or advanced is determined.	number of accountable students in subgroup scoring proficient or advanced = 55	number of accountable students in subgroup scoring proficient or advanced = 55
4) The percent of students scoring proficient or advanced is determined by dividing the unduplicated count of the number of accountable students in the super subgroup scoring proficient or advanced by the unduplicated count of the number of accountable students in the super subgroup, then multiplying by 100.	$55 / 105 = 52.4$ $52.4 \times 100 = 52.4\%$	$55 / 111 = 49.6$ $49.6 \times 100 = 49.6\%$

## Standard 10.1

### Post-Elementary School GPA Calculation (K-8 Districts Only)

**Sources of data used in calculation:**

- June Cycle of Core Data, Screen 14B (2008-2012)
  - Includes aggregated student-level data from MOSIS June Cycle certified files

**Example of supporting data format for APR:**

From MOSIS and Screen 14B	→	<b>10.1 Grade Point Average</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Status</b>
	→	GPA of Grades 9 and 10 Elementary Students	126	133	128	141	143	
		GPA of Grades 9 and 10 Receiving High School Students	135	142	135	147	149	

**Method for calculating supporting data:**

The **GPA of grades 9 and 10 elementary students** is determined by finding the average GPA (using a 4-point scale) of resident II (tuition) students who graduated from a K-8 district and are in either grade 9 or 10 at the receiving school.

The **GPA of grades 9 and 10 receiving high school students** is determined by finding the average GPA (using a 4-point scale) for students in grades 9 and 10 who are not resident II students.

EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS																																
<p>1) The <b>GPA of grades 9 and 10 elementary students</b> is calculated using the GPA (rounded to the nearest thousandth) reported on Screen 14B for 9th- and 10th-grade resident II students who graduated from a K-8 district.</p> <p>If GPAs are reported on an 11-point scale, they must be converted to a 4-point scale before performing the calculations. The formula for this conversion is:  <math>(\text{GPA} + 1) \div 3</math>.</p> <p>To determine the overall average of the K-8 graduate GPAs, first the GPA for grade 9 is multiplied by the number of students in grade 9. Next, the GPA for grade 10 is multiplied by the number of students in grade 10. These steps are repeated for all districts attended by the K-8 graduates. The products are then summed and divided by the total number of K-8 graduates in grades 9 and 10.</p>	K-8 GRADUATES																																	
	<p style="text-align: center;"><b>GRADE 9</b></p> <table> <tr> <th><u>District</u></th><th><u>GPA</u></th><th><u>Students</u></th></tr> <tr> <td>Dist.#1</td><td>7.340</td><td>5</td></tr> <tr> <td>Dist.#2</td><td>4.513</td><td>2</td></tr> </table> <p style="text-align: center;"><b>GRADE 10</b></p> <table> <tr> <th><u>District</u></th><th><u>GPA</u></th><th><u>Students</u></th></tr> <tr> <td>Dist.#1</td><td>6.428</td><td>2</td></tr> <tr> <td>Dist.#2</td><td>4.895</td><td>2</td></tr> </table>	<u>District</u>	<u>GPA</u>	<u>Students</u>	Dist.#1	7.340	5	Dist.#2	4.513	2	<u>District</u>	<u>GPA</u>	<u>Students</u>	Dist.#1	6.428	2	Dist.#2	4.895	2	<table> <tr> <th><u>11-pt</u></th><th><u>Calculation</u></th><th><u>4-pt</u></th></tr> <tr> <td>7.340</td><td><math>(7.340+1) \div 3</math></td><td>2.780</td></tr> <tr> <td>4.513</td><td><math>(4.513+1) \div 3</math></td><td>1.838</td></tr> <tr> <td>6.428</td><td><math>(6.428+1) \div 3</math></td><td>2.476</td></tr> <tr> <td>4.895</td><td><math>(4.895+1) \div 3</math></td><td>1.965</td></tr> </table> <p style="text-align: center;"><u>Calculated GPA</u></p> <p>2.780 X 5 = 13.900  1.838 X 2 = 3.676  2.476 X 2 = 4.952  1.965 X 2 = 3.930  Total = 26.458</p> <p style="text-align: center;"><u>Total # K-8 graduates</u>  5 + 2 + 2 + 2 = 11</p> <p style="text-align: center;"><u>Final Calculated GPA</u>  26.458 ÷ 11 = 2.405</p>	<u>11-pt</u>	<u>Calculation</u>	<u>4-pt</u>	7.340	$(7.340+1) \div 3$	2.780	4.513	$(4.513+1) \div 3$	1.838	6.428	$(6.428+1) \div 3$	2.476	4.895	$(4.895+1) \div 3$
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EXPLANATIONS OF CALCULATIONS	EXAMPLES OF DATA (using Year 1 figures from above)	EXAMPLES OF CALCULATIONS																																
<p>2) The <b>GPA of grades 9 and 10 elementary students</b> is calculated using the GPA (rounded to the nearest thousandth) reported on Screen 14B for 9th- and 10th-grade receiving-district students</p> <p>GPAs reported on an 11-point scale are converted to a 4-point scale.</p> <p>To determine the overall average of the receiving-district student GPAs, first the GPA for grade 9 is multiplied by the number of students in grade 9. Next, the GPA for grade 10 is multiplied by the number of students in grade 10. These steps are repeated for all receiving</p>	RECEIVING DISTRICT STUDENTS																																	
	<p style="text-align: center;"><b>GRADE 9</b></p> <table> <tr> <th><u>District</u></th><th><u>GPA</u></th><th><u>Students</u></th></tr> <tr> <td>Dist.#1</td><td>7.574</td><td>615</td></tr> <tr> <td>Dist.#2</td><td>6.158</td><td>263</td></tr> </table> <p style="text-align: center;"><b>GRADE 10</b></p> <table> <tr> <th><u>District</u></th><th><u>GPA</u></th><th><u>Students</u></th></tr> <tr> <td>Dist.#1</td><td>7.667</td><td>589</td></tr> <tr> <td>Dist.#2</td><td>6.475</td><td>206</td></tr> </table>	<u>District</u>	<u>GPA</u>	<u>Students</u>	Dist.#1	7.574	615	Dist.#2	6.158	263	<u>District</u>	<u>GPA</u>	<u>Students</u>	Dist.#1	7.667	589	Dist.#2	6.475	206	<table> <tr> <th><u>11-pt</u></th><th><u>Calculation</u></th><th><u>4-pt</u></th></tr> <tr> <td>7.574</td><td><math>(7.574+1) \div 3</math></td><td>2.858</td></tr> <tr> <td>6.158</td><td><math>(6.158+1) \div 3</math></td><td>2.386</td></tr> <tr> <td>7.667</td><td><math>(7.667+1) \div 3</math></td><td>2.889</td></tr> <tr> <td>6.475</td><td><math>(6.475+1) \div 3</math></td><td>2.492</td></tr> </table> <p style="text-align: center;"><u>Calculated GPA</u></p> <p>2.858 X 615 = 1757.670  2.386 X 263 = 627.518  2.889 X 589 = 1701.621  2.492 X 206 = 513.352  Total = 4600.161</p> <p style="text-align: center;"><u>Total # Receiving Dist. Students</u></p>	<u>11-pt</u>	<u>Calculation</u>	<u>4-pt</u>	7.574	$(7.574+1) \div 3$	2.858	6.158	$(6.158+1) \div 3$	2.386	7.667	$(7.667+1) \div 3$	2.889	6.475	$(6.475+1) \div 3$
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districts. The products are then summed and divided by the total number of receiving-district students in grades 9 and 10.		$615 + 263 + 589 + 206 = 1673$ <u>Final Calculated GPA</u> $4600.161 \div 1673 = 2.75$
3) The <b>Five Year Avg</b> of the <b>GPA of grades 9 and 10 elementary students</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 and dividing by 5.  The <b>Five Year Avg</b> of the <b>GPA of grades 9 and 10 receiving high school students</b> is determined by adding Year1, Year2, Year3, Year4, and Year5 and dividing by 5.	a) 5 Year Avg of the GPA of grades 9 and 10 elementary students Year1 + Year2 + Year3 + Year4 + Year 5 = 13.099 b) 5 Year Avg of the GPA of Grades 9 and 10 Receiving High School Students Year1 + Year2 + Year3 + Year4 + Year5 = 14.157	<u>GPA of grades 9 and 10 elementary students</u> $2.405 + 2.557 + 2.613 + 2.79 + 2.734 = 13.099$ $13.099 \div 5 = \mathbf{2.620}$  <u>GPA of grades 9 and 10 receiving high school students</u> $2.75 + 2.912 + 2.881 + 2.889 + 2.725 = 14.157$ $14.157 \div 5 = \mathbf{2.831}$
4) <b>Status</b> is determined by subtracting the 5 year average of the <b>GPA of grades 9 and 10 receiving high school students</b> from the five year average of the <b>GPA of grades 9 and 10 elementary students</b> .	a) GPA of grades 9 and 10 elementary students = 2.620 b) GPA of grades 9 and 10 receiving high school students = 2.831	<u>Elem.</u> <u>Rec. HS</u> <u>Status</u> $2.620 - 2.831 = -0.211$

## SCORING GUIDES

9.1*1 MAP GRADE LEVEL 3-5 <i>Mathematics</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	759-900.0	60	Annual	10 per increase	40	10 points for each annual increase of 3 or more MPI points.
	High 2	745-758.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 3 or more MPI points.
	Average	731-744.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	717-730.9	24	@ - 3 Over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>Required to meet a standard: 40 Status points or 50 Combined Status and Progress points or 40 Combined Status and Progress <u>and</u> the Gap Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-716.9	0				

9.1*2 MAP GRADE LEVEL 3-5 <i>Communication Arts</i>							
GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	764-900.0	60	Annual	10 per increase	40	10 points for each annual increase of 3 or more MPI points.
	High 2	750-763.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 3 or more MPI points.
	Average	737-749.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	723-736.9	24	@ - 3 Over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>Required to meet a standard: 40 Status points or 50 Combined Status and Progress points or 40 Combined Status and Progress <u>and</u> the Gap Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-722.9	0				

### 9.1\*3 MAP GRADE LEVEL 6-8 *Mathematics*

GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	760-900.0	60	Annual	10 per increase	40	10 points for each annual increase of 3 or more MPI points.
	High 2	742-759.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 3 or more MPI points.
	Average	725-741.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	708-724.9	24	@ - 3 Over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>Required to meet a standard: 40 Status points or            50 Combined Status and Progress points or            40 Combined Status and Progress <u>and</u> the Gap Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-707.9	0				

### 9.1\*4 MAP GRADE LEVEL 6-8 *Communication Arts*

GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	760-900.0	60	Annual	10 per increase	40	10 points for each annual increase of 3 or more MPI points.
	High 2	746-759.9	48	Rolling Average	10 per increase	30	10 points for each rolling average increase of 3 or more MPI points.
	Average	733-745.9	36	3 Over 2	20	20	20 points for an increase of 6 or more MPI points (latest three years averaged compared with the first two years averaged). @
	Below Average	719-732.9	24	@ - 3 Over 2 – No points are awarded if the MPI in more than one of the three latest years is lower than the average of the first two years. <b>Required to meet a standard: 40 Status points or            50 Combined Status and Progress points or            40 Combined Status and Progress <u>and</u> the Gap Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-718.9	0				

**9.1\*5 MAP GRADE LEVEL 9-11 *Mathematics***

GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (2008)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	750-900.0	20	Annual	*	*	
	High 2	731-749.9	16	Rolling Average	*	*	
	Average	712-730.9	12	3 Over 2	*	*	
	Below Average	692-711.9	8	* Progress Points for this method cannot be calculated for the 2012 APR. <b>Required to meet a standard: 40 Status points or                      50 Combined Status and Progress points or                      40 Combined Status and Progress <u>and</u> the Gap Bonus or the Voluntary EOC Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-691.9	0				

**9.1\*5 MAP END-OF-COURSE Assessment *Algebra I***

END-OF-COURSE	STATUS			PROGRESS			
	Status Measures	MPI Score (4-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	789-900.0	40	Annual	15 per increase	40	15 points for each annual increase of 3 or more MPI points. Points will be capped at 40 maximum.
	High 2	764-788.9	32	Rolling Average	15 per increase	30	15 points for each rolling average increase of 3 or more MPI points.
	Average	739-763.9	24	*2 Over 2	20	20	
	Below Average	714-738.9	16	* Progress Points for this method will be calculated using a 2 over 2 for the 2012 APR. <b>Required to meet a standard: 40 Status points or                      50 Combined Status and Progress points or                      40 Combined Status and Progress <u>and</u> the Gap Bonus or the Voluntary EOC Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-713.9	0				

**9.1\*6 MAP GRADE LEVEL 9-11 *Communication Arts***

GRADE LEVEL	STATUS			PROGRESS			
	Status Measures	MPI Score (2-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	755-900.0	20	Annual	*	*	
	High 2	740-754.9	16	Rolling Average	*	*	
	Average	726-739.9	12	3 Over 2	*	*	
	Below Average	711-725.9	8	* Progress Points for this method cannot be calculated for the 2012 APR. <b>Required to meet a standard: 40 Status points or                      50 Combined Status and Progress points or                      40 Combined Status and Progress <u>and</u> the Gap Bonus or the Voluntary EOC Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-710.9	0				

**9.1\*6 MAP END-OF-COURSE Assessment *English II***

END-OF-COURSE	STATUS			PROGRESS			
	Status Measures	MPI Score (4-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
	High 1	807-900.0	40	Annual	15 per increase	40	15 points for each annual increase of 3 or more MPI points.
	High 2	790-806.9	32	Rolling Average	15 per increase	30	15 points for each rolling average increase of 3 or more MPI points.
	Average	773-789.9	24	2 Over 2	20	20	
	Below Average	756-772.9	16	* Progress Points for this method will be calculated using a 2 over 2 for the 2012 APR. <b>Required to meet a standard: 40 Status points or                      50 Combined Status and Progress points or                      40 Combined Status and Progress <u>and</u> the Gap Bonus or the Voluntary EOC Bonus</b> <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.			
	Floor	600-755.9	0				

**SUBJECT AREA (SCIENCE, SOCIAL STUDIES) and  
VOLUNTARY END-OF-COURSE (ENGLISH I, ALGEBRA II, GEOMETRY, AMERICAN HISTORY)  
BONUS POINT**

SUBJECT AREA BONUS Grade 5 <i>Science</i>				
BONUS POINTS	STATUS			DESCRIPTION
	Status Measures	MPI Score (5-Year Average)	Status Points Earned	The average of the Grade 5 Science data is used to calculate status points applied to the Subject Area and Voluntary assessment Bonus calculation.  <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.
	High 1	784-900.0	5	
	High 2	761-783.9	4	
	Average	738-760.9	3	
	Below Average	714-737.9	2	
	Floor	600-713.9	0	

SUBJECT AREA BONUS Grade 8 Science				
BONUS POINTS	STATUS			DESCRIPTION
	Status Measures	MPI Score (5-Year Average)	Status Points Earned	The average of the Grade 8 Science data is used to calculate status points applied to the Subject Area and Voluntary assessment Bonus calculation.  <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.
	High 1	763-900.0	5	
	High 2	741-762.9	4	
	Average	719-740.9	3	
	Below Average	696-718.9	2	
	Floor	600-695.9	0	



SUBJECT AREA BONUS <i>Biology I</i>				
BONUS POINTS	STATUS			DESCRIPTION
	Status Measures	MPI Score (4-Year Average)	Status Points Earned	The average of the Biology I data is used to calculate status points applied to the Subject Area and Voluntary Bonus calculation.  <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.
	High 1	781-900.0	5	
	High 2	759-780.9	4	
	Average	737-758.9	3	
	Below Average	714-736.9	2	
	Floor	600-713.9	0	

	SUBJECT AREA BONUS <i>American Government</i>			
BONUS POINTS	STATUS			DESCRIPTION
	Status Measures	MPI Score (3-Year Average)	Status Points Earned	The average of the American Government data is used to calculate status points applied to the Subject Area and Voluntary Bonus calculation.  <b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.
	High 1	769-900.0	5	
	High 2	747-768.9	4	
	Average	724-746.9	3	
	Below Average	701-723.9	2	
	Floor	600-700.9	0	

**VOLUNTARY BONUS: K-12 Districts *ALGEBRA II* , *ENGLISH I*, *GEOMETRY*, *AMERICAN HISTORY***  
**VOLUNTARY BONUS: K-8 Districts *ALGEBRA I***

<b>BONUS POINTS</b>	<b>STATUS</b>			<b>DESCRIPTION</b>							
	<b>Status Measures</b>		<b>Status Points Earned</b>	<p>The average of the four voluntary EOC 2012 assessment data is used to calculate status points applied to the Subject Area and Voluntary Bonus calculation.</p> <p><b>Level Not Determined (LND):</b> Zero (0) points will be awarded for grade level data when the LND is exceeded.</p>							
	4.0-5.0		5								
	3.0-4.9		4								
	2.0-2.9		3								
	1.0-1.9		2								
	0-0.9		0								

<b>Voluntary Bonus ALGEBRA II</b>			<b>Voluntary Bonus ENGLISH I</b>			<b>Voluntary Bonus GEOMETRY</b>			<b>Voluntary Bonus AMERICAN HISTORY</b>		
<b>STATUS</b>			<b>STATUS</b>			<b>STATUS</b>			<b>STATUS</b>		
<b>Status</b>	<b>2012 MPI Score</b>	<b>Status Points Earned</b>	<b>Status</b>	<b>2012 MPI Score</b>	<b>Status Points Earned</b>	<b>Status</b>	<b>2012 MPI Score</b>	<b>Status Points Earned</b>	<b>Status</b>	<b>2012 MPI Score</b>	<b>Status Points Earned</b>
<b>High 1</b>	775-900.0	*	<b>High 1</b>	787-900.0	*	<b>High 1</b>	795-900.0	*	<b>High 1</b>	755-900.0	*
<b>High 2</b>	743-774.9	*	<b>High 2</b>	766-786.9	*	<b>High 2</b>	764-794.9	*	<b>High 2</b>	724-754.9	*
<b>Average</b>	711-742.9	*	<b>Average</b>	744-765.9	*	<b>Average</b>	732-763.9	*	<b>Average</b>	693-723.9	*
<b>Below Average</b>	679-710.9	*	<b>Below Average</b>	722-743.9	*	<b>Below Average</b>	700-731.9	*	<b>Below Average</b>	661-692.9	*
<b>Floor</b>	0-678.9	*	<b>Floor</b>	0-721.9	*	<b>Floor</b>	0-699.9	*	<b>Floor</b>	0-660.9	*

\* Cross Reference Participation Rate for Status Points earned.

## SUBJECT AREA AND VOLUNTARY EOC BONUS PARTICIPATION RATE MATRIX

Participation of 9-12 enrollment for K-12 districts and grade 8 enrollment for K-8 districts	Floor	Below Average	Average	High 2	High 1
Under 8.9%	0	0	1	1	2
9% - 17.9%	1	1	2	2	3
18% - 26.9%	2	2	3	4	4
27% +	2	3	4	5	5

\*Participation rate based on 2012 data.

SUBJECT AREA AND VOLUNTARY EOC BONUS POINT				
BONUS POINTS		Status Points Earned		DESCRIPTION
	Grade 5 Science			The sum of the status points earned from all Subject Area and Voluntary assessments divided by four must be greater than or equal to 3.3 in order to receive one Subject Area and Voluntary EOC bonus met. Only one bonus met may be earned. The bonus met for Subject Area and Voluntary assessment may only be awarded in place of a MAP standard or Subgroup Achievement Standard that is not met.
	Grade 8 Science			
	Biology I			
	American Government			
	Voluntary EOC			
	Total	___/4	≥3.3	

9.3 ACT						
STATUS			PROGRESS			
Status Measures	Percent (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	39.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	32.8-39.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	26.6-32.7%	3	3 Over 2	2	2	2 points for an increase of 2% or more (latest three years averaged compared with the first two years averaged). @
Below Average	20.3-26.5%	2	<b>Status:</b> % of graduates scoring at or above the national average on the ACT. <b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b>			
Floor	0-20.2%	0				

9.4.1 Advanced Courses						
STATUS			PROGRESS			
Status Measures	Percent (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	48.9-100%	5	Annual	1 per increase	4	1 point for each annual increase of 2% or more.
High 2	43.5-48.8%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 2% or more.
Average	38.0-43.4%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	32.5-37.9%	2	<b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> <b>Combined:</b> If the % of juniors and seniors credits earned in advanced and career education courses combined (Standards 9.4*1 and 9.4*2) are at or above the required Combined percentage, both standards are considered met.			
Floor	0-32.4%	0				
Combined	58.2-100%	4				

9.4.2 Career Education Courses						
STATUS			PROGRESS			
Status Measures	Percent (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	29.2-100%	5	Annual	1 per increase	4	1 point for each annual increase or 1% or more.
High 2	23.5-29.1%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	17.9-23.4%	3	3 Over 2	2	2	2 points for an increase of 3% or more (latest three years averaged compared with the first two years averaged). @
Below Average	12.3-17.8%	2	<b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> <b>Combined:</b> If the % of juniors and seniors credits earned in advanced and career education courses combined (Standards 9.4*1 and 9.4*2) are at or above the required Combined percentage, both standards are considered met.			
Floor	0-12.2%	0				
Combined	58.2-100%	4				

9.4.3 College Placement						
STATUS			PROGRESS			
Status Measures	Percent (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	73.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	65.8-73.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	58.5-65.7%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	51.2-58.4%	2	<b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> <b>Combined:</b> If the % of graduates entering college and the percent of career education graduates entering the military or employed in a related field are at or above the required Combined percentage, both standards are considered met.			
Floor	0-51.1%	0				
Combined	82.8-100%	4				

#### 9.4.4 Career Education Placement

STATUS			PROGRESS			
Status Measures	Percent (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	88.7-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	82.3-88.6%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	75.9-82.2%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	69.5-75.8%	2	<b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b> <b>Combined:</b> If the % of graduates entering college and the percent of career education graduates entering the military or employed in a related field are at or above the required Combined percentage, both standards are considered met.			
Floor	0-69.4%	0				
Combined	82.8-100%	4				

9.5 Graduation Rate						
STATUS			PROGRESS			
Status Measures	Percent (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	93.7-100%	5	Annual	1 per increase	4	1 point for each annual increase of 1% or more.
High 2	89.6-93.6%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 1% or more.
Average	85.6-89.5%	3	3 Over 2	2	2	2 points for an increase of 5% or more (latest three years averaged compared with the first two years averaged). @
Below Average	81.5-85.5%	2	<b>Graduation rate:</b> Graduates/Graduates + Cohort Dropouts <b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b>			
Floor	0-81.4%	0				

9.6 Attendance Rate						
STATUS			PROGRESS			
Status	Percent	Status	Progress	Progress	Progress	Progress Measure Description

Measures	(5-Year Average)	Points Earned	Measures	Points Earned	Points Possible	
High 1	95.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 0.5% or more at the K-12 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
High 2	94.4-95.0%	4	Rolling Average	1 per increase	3	1 point for each rolling average increase of 0.5% or more at the K-12 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
Average	93.6-94.3%	3	3 Over 2	2	2	2 points for an increase of 0.7% or more at the K-12 grade span (latest three years averaged compared with the first two years averaged). @
Below Average	92.9-93.5%	2	@ - 3 Over 2 - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. 4 points must be earned from either status or status and progress combined for a standard to be met.			
Floor	0-92.8%	0				

## 9.7 Subgroup Achievement

STATUS			DESCRIPTION
Status Measures	Percent of Content Areas Met	Status Points Earned	Annual Measurable Objectives (AMO) have been designed for the Student Gap Group with the goal of cutting the achievement gap in half by 2020. The 2012 Mathematics Student Gap Group AMO = 44.78% proficiency rate. The 2012 English Language Arts Student Gap Group AMO = 44.21% proficiency rate. The district is accountable for meeting or exceeding these AMOs in Mathematics and Communication Arts. Meeting or exceeding the proficiency rate in both content areas = 100%. Meeting or exceeding the proficiency rate in one of the two content areas = 50%.  4 points must be earned from status for this standard to be met.
High 1	100%	5	
High 2	50.0%	4	

## 9.6 Attendance Rate: K-8 DISTRICTS ONLY

STATUS			PROGRESS			
Status Measures	Percent (5-Year Average)	Status Points Earned	Progress Measures	Progress Points Earned	Progress Points Possible	Progress Measure Description
High 1	95.1-100%	5	Annual	1 per increase	4	1 point for each annual increase of 0.5% or more at the K-8 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.

<b>High 2</b>	94.4-95.0%	4	<b>Rolling Average</b>	1 per increase	3	1 point for each rolling average increase of 0.5% or more at the K-8 grade span. * No more than one year at a level (K-8, 9-12, or combined) may be below 90% during the past five years.
<b>Average</b>	93.6-94.3%	3	<b>3 Over 2</b>	2	2	2 points for an increase of 0.7% or more at the K-8 grade span (latest three years averaged compared with the first two years averaged). @
<b>Below Average</b>	92.9-93.5%	2	<b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years. <b>4 points must be earned from either status or status and progress combined for a standard to be met.</b>			
<b>Floor</b>	0-92.8%	0				

<b>10.1 Grade Point Average (GPA): K-8 DISTRICTS ONLY</b>						
<b>STATUS</b>			<b>PROGRESS</b>			
<b>Status Measures</b>	<b>Difference K-8 and K-12 GPA (5-Yr Avg)</b>	<b>Status Points Earned</b>	<b>Progress Measures</b>	<b>Progress Points Earned</b>	<b>Progress Points Possible</b>	<b>Progress Measure Description</b>
<b>High 1</b>	0.268 - 0.4	5	<b>Annual</b>	1 per increase	4	1 point for each annual increase of 0.1 or more in the K-8 (sending) district's GPA.
<b>High 2</b>	0.113 - 0.267	4	<b>Rolling Average</b>	1 per increase	3	1 point for each rolling average increase of 0.1 or more in the K-8 (sending) district's GPA.
<b>Average</b>	(-.041) - (0.112)	3	<b>3 Over 2</b>	2	2	2 points for an increase of 0.2 or more (latest three years averaged compared with the first two years averaged) in the K-8 (sending) district's GPA. @
<b>Below Average</b>	(-0.196) – (-0.042)	2	<b>See pages 29 and 30 for more information regarding Status. 4 points must be earned from either status or status and progress combined for a standard to be met.</b> <b>@ - 3 Over 2</b> - No points are awarded if the percentage in more than one of the three latest years is lower than the average of the first two years.			
<b>Floor</b>	(-0.04) – (-0.197)	0				
<b>Alt. High</b>	See Note**	4 or 5	**5 points if the GPA of the K-8 (sending) district is greater than the GPA of the K-12 (receiving) district in four out of five years. 4 points if the K-8 GPA is greater than the K-12 GPA in three out of five years.			

## K-12 DISTRICT SUMMARY EXAMPLE

### 2011 4<sup>th</sup> CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

County/District Code:  
District Name:

K-12 District

Date:

MSIP Standard/ Indicator	GRADE LEVEL		Total Points Earned			Points Required	Met/Not Met
	Status Points	Progress Points**	Grade Level		Gap Bonus		
			Status	Progress*			



<b>9.1*1 MAP Grades 3-5 Mathematics</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	
<b>9.1*2 MAP Grades 3-5 Communication Arts</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	
<b>9.1*3 MAP Grades 6-8 Mathematics</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	
<b>9.1*4 MAP Grades 6-8 Communication Arts</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	

MSIP Standard/ Indicator	GRADE LEVEL		EOC		Total Points Earned						Points Required	Met/ Not Met
	Status Points	Progress Points	Status Points	Progress Points	Grade Level		EOC					
					Status	Progress	Status	Progress	Gap Bonus	EOC Bonus		
9.1*5 EOC Algebra I Mathematics	High 1 = High 2 = Avg =	Annual = Rlng Avg =	High 1 = High 2 = Avg =	Annual =							40 Status	
					STATUS TOTAL =						50 Status + Progress	

	Blw Avg = Floor =		Blw Avg = Floor =		STATUS & PROGRESS TOTAL =						40 Status + Progress + Bonus=Y	
9.1*6 EOC English II Communication Arts	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg =	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual =							40 Status	
					STATUS TOTAL =						50 Status + Progress	
					STATUS & PROGRESS TOTAL =						40 Status + Progress + Bonus=Y	
BONUS MAP ACHIEVEMENT												

**SUBJECT AREA AND VOLUNTARY EOC BONUS POINT**

MSIP Standard/Indicator	Status Points	Total Points Earned	Average	Average Points Required	Met/Not Met
Grade 5 Science	High 1 = High 2 = Avg = Blw Avg = Floor =				
Grade 8 Science	High 1 = High 2 = Avg = Blw Avg = Floor =				
Biology Science	High 1 = High 2 = Avg = Blw Avg = Floor =				
Government Social Studies	High 1 = High 2 = Avg = Blw Avg = Floor =				
Algebra II Mathematics	High 1 = High 2 = Avg = Blw Avg = Floor =				
English I Communication Arts	High 1 = High 2 = Avg = Blw Avg = Floor =				
Geometry Mathematics	High 1 = High 2 = Avg = Blw Avg = Floor =				
American History Social Studies	High 1 = High 2 = Avg = Blw Avg = Floor =				
TOTAL POINTS				3.3	

MSIP Standard/Indicator	Status Points	Progress Points	Total Points Earned			Points Required (Minimum)	Met/Not Met
			Status	Progress	Status + Progress	Status + Progress	
<b>9.3 ACT</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.4*1 Advanced Courses</b>	High 1 = High 2 = Avg = Blw Avg = Floor = Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.4*2 Career Education Courses</b>	High 1 = High 2 = Avg = Blw Avg = Floor = Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.4*3 College Placement</b>	High 1 = High 2 = Avg = Blw Avg = Floor = Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.4*4 Career Education Placement</b>	High 1 = High 2 = Avg = Blw Avg = Floor = Combined =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.5 Graduation Rate</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.6 Attendance Rate</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.7 Subgroup Achievement</b>	=			NA		4	

<b>Total Standards Met</b>	
<b>Performance Accreditation Rating</b>	

## K-8 DISTRICT SUMMARY EXAMPLE

## 2011 4TH CYCLE DISTRICT SUMMARY OF ANNUAL PERFORMANCE REPORT (APR)

**District Name:**

**K-8 District:**

**Date:**

**County/District Code:**

MSIP Standard/ Indicator	GRADE LEVEL		Total Points Earned			Points Required	Met/Not Met
	Status Points	Progress Points**	Grade Level		Gap Bonus		
			Status	Progress*			
9.1*1 MAP Grades 3-5 Mathematics	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	
9.1*2 MAP Grades 3-5 Communication Arts	High 1 = High 2 = Avg = Blw Avg = Floor	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	
9.1*3 MAP Grades 6-8 Mathematics	High 1 = High 2 = Avg = Blw Avg = Floor	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	
9.1*4 MAP Grades 6-8 Communication Arts	High 1 = High 2 = Avg = Blw Avg = Floor	Annual = Rlng Avg = 3 Over 2 =				40 Status	
			STATUS TOTAL =			50 Status + Progress	
			STATUS & PROGRESS TOTAL =			40 Status + Progress + Bonus=Y	
BONUS MAP ACHIEVEMENT							

### SUBJECT AREA AND VOLUNTARY EOC BONUS POINTS

<b>MSIP Standard/Indicator</b>	<b>Status Points</b>	<b>Total Points Earned</b>	<b>Average</b>	<b>Average Points Required</b>	<b>Met/Not Met</b>
<b>Grade 5 Science</b>	High 1 = High 2 = Avg = Blw Avg = Floor =				
<b>Grade 8 Science</b>	High 1 = High 2 = Avg = Blw Avg = Floor =				
<b>Algebra I Mathematics</b>	High 1 = High 2 = Avg = Blw Avg = Floor =				
<b>TOTAL POINTS</b>				<b>3.3</b>	

<b>MSIP Standard/Indicator</b>	<b>Status Points</b>	<b>Progress Points</b>	<b>Total Points Earned</b>			<b>Points Required (Minimum)</b>	<b>Met/Not Met</b>
			<b>Status</b>	<b>Progress</b>	<b>Status + Progress</b>	<b>Status + Progress</b>	
<b>9.6 Attendance Rate</b>	High 1 = High 2 = Avg = Blw Avg = Floor =	Annual = Rlng Avg = 3 Over 2 =				4	
<b>9.7 Subgroup Achievement</b>	High 1 = High 2 =					4	
<b>10.1 Grade Point Average</b>	High 1 = High 2 = Avg = Blw Avg = Floor = High 5 =	Annual = Rlng Avg = 3 Over 2 =				4	
						<b>Total Standards Met</b>	

## **Procedures for Making Corrections**

Districts have the opportunity throughout the year to make current and prior year corrections to performance data reported in the Core Data Collection System. For 2008 June Cycle data to present, updates should be made to the student level data through the MOSIS data collection system. Each year, when the preliminary APRs are generated, districts are notified of the data correction window. Changes made after the data correction window ends are not reflected in Final Annual Performance Reports. Districts being considered for classification by the State Board of Education undergo an internal data review before data are presented to the State Board of Education. The data review identifies potential errors in data, inconsistent data trends, and areas in which the district may need to provide detailed supporting data. Districts must use consistent data collection/reporting methodology for all performance standards. Therefore, when a change in methodology occurs, the district must apply the same methodology to all five years of data being analyzed. When districts identify errors in data not available via the Core Data Collection System, the district must demonstrate that all five years of data have been analyzed for accuracy. Please contact the Accountability Data Section (573-526-4886) for more information on making historical data corrections.

# NOTES

## **General**

For K-12 districts, fourteen (14) performance standards (9.1-9.7) are measured on the 2012 APR. For K-8 Districts, seven (7) performance standards (9.1, 9.6, 9.7 and 10.1) are measured on the 2012 APR.

## **BONUS APPLICATIONS**

### **Bonus MAP Achievement**

The Bonus MAP Achievement standard “met” applies to any “not met” standard.

K-12 districts may meet the additional Bonus Achievement Standard as long as the total number of standards met does not exceed 14. K-8 districts may meet the additional Bonus Achievement Standard as long as the total number of standards met does not exceed 7.

### **Gap Bonus**

Districts can meet the MAP standards (9.1\*1 – 9.1\*6) in any of three calculations: Status points, Status plus Progress points, or Status plus Progress points plus Gap Bonus. Gap Bonus credit toward meeting a 9.1\*1-9.1\*6 MAP standard is calculated using either a comparison of the MAP improvement of their minority population or their free and reduced-price lunch population with the state majority. See page 8 for Gap Bonus Point Calculation.

1. 40 Status Points = Met
2. 50 Status + Progress Points = Met
3. 40 Status + Progress Points + Gap Bonus = Met

### **Subject Area and Voluntary EOC Bonus**

The Subject Area and Voluntary EOC Bonus Point can be used to replace one MAP standard (Standards 9.1\*1, 9.1\*2, 9.1\*3, 9.1\*4, 9.1\*5 or 9.1\*6) or a non-met Subgroup Achievement Standard (9.7) that is not met with a met Subject Area/Voluntary EOC bonus provision.

See page 10 for Subject Area and Voluntary EOC Bonus Point Calculation.

1. 40 Status Points = Met
2. 50 Status + Progress Points = Met
3. 40 Status + Progress Points + Gap Bonus = Met

If a district does not meet The Subject Area and Voluntary EOC Bonus Provisions and has administered any number of Voluntary EOC's, a single voluntary EOC may be used to replace a non-met MAP 9.1\*5 or 9.1\*6 standard. For example, if a district administers only the Algebra II assessment and meets the established threshold for participation and performance, it may help to district meet the 9.1\*5 MAP standard. Algebra II could not be applied to any other content or other grade span.

4. 40 Status + Progress Points + Gap OR EOC Bonus = Met

Only one bonus provision may be used through the Subject Area and Voluntary EOC Bonus.



## OVERALL PERFORMANCE

### Performance Accreditation Levels

Accreditation levels and review types are as follows:

**\*A district must meet at least one MAP standard to be provisionally accredited.**

Accreditation Status	Accredited		Provisional	Unaccredited
Review Status	Mini Review Full Waiver	Targeted Review Limited Waiver	Full Review	Full Review
K-12 Districts	12+ Met	9-11 Met	6-8 Met	1-5 Met
K-8 Districts	6+ Met	5 Met	4 Met	1-3 Met

### End-of-Course Assessments

Students taking an end-of-course assessment prior to the 9<sup>th</sup> grade were required to take BOTH the grade-level MAP and the end-of-course exams in SY 2011-2012. The grade-level MAP score will be used in the corresponding standard; the end-of-course score will be used in the high school standard.

The accountability year begins with the summer administration of the end-of-course assessments.

## 2012 APR Calculations

### Subject Area and Voluntary EOCs

#### **Standard 9.1\*5 MAP High School Mathematics and 9.1\*6 High School Communication Arts**

One year of MAP Grade Level data for 9-11 Mathematics and Communication Arts will be used, as there are now four years of Algebra I and English II End-of-Course data available. Progress points are not awarded for the one year of 9-11 Grade Level data. Annual Improvement, the Rolling Average and a 2 over 2 method will be used to calculate progress for the End-of-Course data. Up to 40 progress points will be awarded.

### **Science and Social Studies**

The 2008 - 2012 grade 5 and 8 Science data and 2009-2012 Biology I data will be incorporated into the Bonus Provision on the 2012 APR. The 2011-2012 American Government end-of-course data will be incorporated into the Bonus Provision on the 2011 APR. See the Scoring Guide section to see how a district can earn a bonus met.

### **Voluntary EOCs**

The Voluntary end-of-Course data will be incorporated into the Bonus Provision on the 2012 APR. For K-12 districts, the divisor remains 4. For K-8 districts, the divisor remains 2. See the Scoring Guide section to see how a district can earn a bonus met.

If a K-8 district administers any of the EOCs and has not met the Subject Area and Voluntary EOC bonus provision, the district may use one of those administered to apply toward the high school content area MAP standard consistent with that voluntary EOC content area. Only **one** bonus may be used through the Subject Area and Voluntary EOC Bonus. For example, if the district meets the Subject

Area Bonus due to high performance on the required assessments (Science 5, Science 8, Biology, Government), the district could not earn an additional bonus through this method.

### **9.7 Subgroup Achievement**

To differentiate among needs of LEAs and to ensure broader inclusion of students whose subgroups have historically performed below the state total, Missouri will continue to issue and report academic achievement for students in the aggregate and for low income students, students with disabilities, English language learners, and the state's major racial and ethnic subgroups. A review of Missouri data identifies five significant gaps in subgroup performance (Black, Hispanic, low income students, students with disabilities and English language learners). For accountability determinations, a super subgroup comprised of these five subgroups will be used. A student who is included in one or more of the five identified subgroups will be included as a single count in the super subgroup calculation.

Annual Measurable Objectives (AMO) have been designed for the Student Gap Group with the goal of cutting the achievement gap in half by 2020. The 2012 Mathematics Student Gap Group AMO = 44.78% proficiency rate. The 2012 Communication Arts Student Gap Group AMO = 44.21% proficiency rate. Districts have the opportunity to meet or exceed the AMOS in these 2 categories (Mathematics and Communication Arts).

The district needs to meet the target for both Mathematics and Communication Arts for High 1 and one of these targets for High 2. Either of these would result in the district meeting the standard. If the district does not meet either target, it does not meet the standard.

Student Gap Group	Math % Proficient	CA % Proficient
2012	44.78%	44.21%

### **Distinction in Performance**

Beginning with MSIP 5 district classifications, districts may qualify for a classification level of Accredited with Distinction.

## **RESOURCES**

### **Performance Worksheets**

Updated Performance Worksheets are available online <http://dese.mo.gov/divimprove/sia/dar/>.

### **Procedures for Making Corrections**

Please see the section in the document titled "Procedures for Making Corrections" on page 51.

### **Additional Information**

For information regarding APR assistance, please contact the Office of Quality Schools (573-751-1262) or [MSIP@dese.mo.gov](mailto:MSIP@dese.mo.gov).

For information regarding understanding APR data or calculations, please contact the Office of Data Management (573-526-4886) or [accountabilitydata@dese.mo.gov](mailto:accountabilitydata@dese.mo.gov).